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DETERMINANTS OF SUCCESSFUL BUSINESS STUDENT MENTORING IN HIGHER EDUCATION: FUNDAMENTAL OR A FAD?

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Abstract: *This chapter presents an important area of research in higher education (HE). Students are changing, the internal and external environment of HE is changing. That is why the approaches that teachers develop to new generations of students are all the more important as newer and more correct ways of working with them. We are far from the passive mode of study, and the active methods of study are complemented by new ones. The purpose of the chapter is to present mentoring programs through the prism of the definition of knowledge creation as work creative academic space and the development of applied approaches that work as a combination of teacher knowledge, clear motivation and integration of information from different, but comprehensive images of HE towards the creative development of thinking of new generations of students.*
Keywords*: mentoring, education, mentor, internal communication, motivation management*

INTRODUCTION

Designing of mentoring program requires the satisfaction of entire set of aspects that are determined according to specificities of study programs. The focus of our interest is on a mentoring program within Management Studies, aimed at improvement of students' motivation through group work. For that reason, a traditional mentoring program i.e., one-to-one, is not in focus of our attention, although it is very important for motivation and achievement of

students who express exceptional talent or those who, for different reasons, do not fit into the culture of learning organization (Bulatovic & Bulatovic, 2009). This descriptive chapter presents a literature review from the field of mentoring in education for school management, instruments for students' knowledge and motivation management, active learning i.e., a division of mentor and group responsibility), achievement by mentoring, channels of internal communication with students, and a final conclusion.

LITERATURE REVIEW

Mentoring in Education for School Management

Transformation of our culture from industrial era towards the age of information is a reason for stressing the acquisition of knowledge and skills necessary for cognitive and critical processing of information available everywhere in the 21st Century i.e., mastering the skills in order to use this multitude of information in the best possible way and to express new ideas as persuasively as possible. The story can be summarized as follows: in the period after the second World War, HE experienced an unparalleled growth around the Western world, which combined with bountiful financial resources and a rising tide of anti-authoritarianism, contributed to the birth and development of many innovative HE programs in various disciplines. In Germany and Denmark, problem-oriented education grounded in critical theory emerged in social sciences and humanities, and later engineering, as a challenge to mainstream didactics (Servant-Miklos & Spliid, 2017); in business education, the Harvard Case Method gained international traction (Garvin, 2003).

In order to express new ideas as persuasively as possible, the teachers in contemporary high education institutions (HEIs) are expected to use discovery and research approach in the process of leading and knowledge transfer, as well as to motivate the students for such an approach. Motor knowledge decides the efficiency of learning mechanism to achieve high success in education. It is true that learning is knowledge transfer but the motor circuit of teacher's brain becomes active to perform high class teaching in classroom. School system must be efficient and productive to provide effective learning and knowledge transfer in classroom. The teacher is everything in the system, so teaching is provided for the understanding and learning of subject matter. We have to appreciate that academic learning is knowledge transfer for students but class teaching is knowledge transfer for the teachers (Learnography, 2018).

For contemporary students, the most important is to be familiar with the most rapid way to find the things they need to know. More than that, students and everyone who are aware of the importance and speed of information flow requires a higher-level of thinking in order to be able to analyze and evaluate whether information they found are useful for what they seek.

Learning explorer is the first dimension of knowledge transfer based on the working mechanism of human brain. It navigates the space, objects and modules of subject matter in brain page making process. In fact, knowledge explorer develops in the parietal cortex of brain from the integration of sensory inputs. In classroom, question asking generates a standard explorer of knowledge transfer in the learning mechanism of brain to initiate brain learnography involving with student's active participation (Learnography, 2018).

Among other things, the basis of designing education system, curricula, methods and all other relevant constituents should be a defined model of educated person that is formed during the process of mandatory education. The aim of modern education should be that a person is trained to connect the information into a 'higher' context in a logical and creative manner, to observe the whole, in all forms of its scientific, social, business, artistic and any other expression, without artificial separation of any field. In that case, knowledge is not set in equivalent relation only with know-how and know what. Knowledge is not identified with mere information, and teaching concept is significantly modernized (Bulatovic, Bulatovic, & Damjanovic, 2009).

Although the transition to HE is seen in the main as a positive and exciting experience for first-year undergraduate students (Ames et al., 2011), it can also be a challenging and stressful time (Tinto, 1993; Vollrath, 2000; Shankland et al, 2010. For many, it is the first time to move away from home so students must adapt to new environments, make new acquaintances and friends and learn to survive independently, whilst at the same time coping with the academic demands of third-level education (Ames et al., 2011; Shankland et al., 2010; Yorke & Thomas, 2014). A negative transitional period can result in feelings of not 'belonging' which can eventually lead to debilitating symptoms of psychological distress (Wintre & Yaffe, 2000). This may in turn contribute to higher rates of student attrition (Morey et al., 2012; Kerr, 2013).

Definition and implementation of the program focused on knowledge construction as a part of creative educational process, demonstrates interdisciplinary and constructive approach that uses existing knowledge of educator, motivates narrowly sorted knowledge into a logical process of

connecting the information from different fields in order to create a comprehensive picture and develops a creative way of thinking in case of students. Such an approach additionally supports and motivates individual creativity and freedom of educational institution in modernizing the concept of teaching. Role of the teacher to be 'guides from the side', to encourage, to be mentors, trainers… to support learning process through research, analysis, thinking, critical relationship towards information (Freire, 2000). Curricula, lecturers and activities need to be shaped in such a way that they engage students in problem-solving, which will motivate them to discover meanings of information they are practically piled up with.

Project-Based Learning (PBL) and cooperative learning have emerged as opportunities to create motivating learning contexts that focus on teaching students how to find information, how to test the information they have discovered, and then how to apply that information in a creative way for a specific purpose. Moreover, it is important to consider that students, once integrated into the work force, are not individual performers. Key skills have evolved to a blend of competencies that range from STEM skills to social ones. It is equally important that students explore the skills that are not part of the standard curriculum and they learn how to collaborate, how to be self-aware, how to empathize, how to work out conflicts and so on. However, creating such rich learning contexts requires extra efforts from teachers, and existing educational tools still need to become more user friendly to encourage actual adoption (Andreea, 2018).

It is about the approach to teaching process as a research undertaking in which, except for the fact that teacher obtains a new role, teaching content changes its form, and teaching process obtains new organization. Contemporary teacher is the initiator of changes i.e., motivator who knows to recognize and include in teaching process the contents that are not a part of official teaching content, but they are a part of students' everyday life. A contemporary teacher has to be a professional, has to know his subject matter, methodology, didactics and current assessment techniques because 50% of learning in our schools is simple learning by heart that has no effect whatsoever (EATS, 2019). Such a teacher will be both initiator and motivator, he will encourage the learning, take care of own and professional development (PD) and all of that as a part and in function of an organization that is developed and that learns. We believe that mentoring is one of the first steps in that process.

Instruments for Students' Knowledge and Motivation Management

Mentoring is focused on a process in which students will not be exclusively aimed at declarative (*know something about something*), procedural (*know how*) and causal (*know why*) knowledge, but on conditional (*know when*) and rational (*know who/why, with whom/what*) knowledge (Lovrekovic, 2005). In this way, we create conditions for students and both procedural and causal knowledge, which are not easy to codify and measure, to be acquired during studying and later in work (Bulatovic & Bulatovic, 2009). Students are provided to go through different types of knowledge conversion and to build new knowledge. It is about the initiation of *knowledge spiral* where the role of teacher-mentor is important. 'Creation of knowledge in an educational process is a continual and dynamic interaction between tacit and explicit knowledge of professors and students. It is provided through the mentioned knowledge conversions and these conversions are initiated by so-called knowledge generators' (Arsenijevic, 2010, p. 41). Teacher opens a space for four generators as initiators of future knowledge conversion.

Mentoring programs are important mechanisms for transferring and creating knowledge by face-to-face knowledge exchanges. In mentoring programs of companies, mentors pass on their knowledge such as experiences, skills, techniques, crafts and know-how to mentees by saying and doing for them to absorb and grasp the knowledge through imitating and practicing and at the same time, create new knowledge (Kram, 1985; Chao, Walz & Gardner, 1992). Therefore, the organizational distance and physical distance (Cummings & Teng, 2003) between mentor and mentee is small. However, it is find that knowledge transfer to be challenging and knowledge sharing at companies proved to be like more difficult than expected (Kervin & Woodruff, 1992; Gupta & Govindarajan, 1991).

Mentors need to:

- create interaction field (in function of the exchange of knowledge, experiences etc.);
- provide atmosphere for *creative dialogue,* collective reflexing, which helps the group to
- articulate hidden, tacit knowledge;
- support the connection of explicit knowledge i.e., newly created with existing knowledge on the path of creating new knowledge; and
- *learn by doing* to become initiator for further spreading of knowledge.

Whether mentor is willing to share knowledge with mentee, the amount of knowledge provided, and the way used by mentor to impart his or her knowledge will directly influence the performance of knowledge transferring in mentoring process. There is significant evidence that effective re-creation requires that the knowledge package is made accessible to or de-contextualized for the recipient so that the recipient can convert it, adapt it or reconfigure it to its localized needs (Ragins, 1997).

Absorptive capability describes the will and initiative of mentee to learn from mentor in mentoring process, the capability of mentee to comprehend the knowledge of the mentor's induction and combine with the previous knowledge he/she has had (Nan et al., 2013). Moreover, insight is an essential form of creative thinking. In mentoring process, both mentor and mentee may have a sudden inspiration while disseminating or absorbing knowledge and as a result new knowledge is created. This kind of knowledge creating is called insight knowledge-creating. From researches mentioned above, we think knowledge transfer in mentoring process also involves a dynamic learning and re-creation of mentor's knowledge package in mentee (Nan et al., 2013).

Theory says that *knowledge spiral* consists of a procedure of repeating the creation of the
following four knowledge contents (Kutlaca, 2003):

- ***Conceptual knowledge*—**externalization procedure, which always begins with dialogue or collective reflexing, helps the articulation of hidden tacit knowledge and generation of new knowledge concept;
- ***Operational knowledge*—**new knowledge is built by learning by doing procedure;
- ***Sympathetic knowledge*—**field of interaction is built by socialization procedure, which encourages the exchange of experiences and technical skills in order to create a common, new idea; and
- ***Systemic knowledge*—**process of combination that begins with networking new and existing knowledge, in the function of creating new knowledge.

Mentoring set on basis of *knowledge spiral* and its *initiators* is an important component in the process of creating new knowledge with management students for many reasons:

- requires the application of multiple intelligence;
- necessitates active practical learning;
- increases motivation and satisfaction with learning;

- generates new spaces and paths for alternative representations;
- creates new ways for communication both in mentoring group and out of it;
- increases self-confidence, self-esteem and self-expression;
- offers a practical application of theoretical concepts in 'real world'; and
- looks for continuous evaluation (Bulatovic & Bulatovic, 2009).

Nonaka and Takeutchi (1995) theorized that the creation of knowledge is the result of a continuous cycle of four integrated processes: (1) externalization; (2) internalization; (3) combination; and (4) socialization. These four knowledge conversion mechanisms are mutually complementary and interdependent that change according to the demands of context and sequence.

From the above-mentioned we can see that mentoring is actually a precisely made program of students' (or employees') knowledge and motivation management, which is significant for entire culture and atmosphere in organization in which it is implemented. 'Organizational culture shapes the learning orientation of a faculty. That orientation is derived from the atmosphere of learning and experimenting, intensive cooperation and willingness of all lecturers to share knowledge' (Arsenijevic et al., 2009, p. 523). Creation of conditions and organizational climate in which the program of mentoring will be successfully applied is of essential significance for improvement of the culture of organization itself. Learning organization in which mentoring is set as mandatory part of organizational culture promotes preciseness, efficiency, establishes credibility, measures the progress of students and identifies the fields that look for improvement. All of this is in function of additional motivation of students. Mentoring group in which mentor is an educator, one that inspire others, he is motivator and is no longer only an advisory group in contemporary circumstances. It has become an environment in which careers are planned, through about and started.

In the context of education, a process of knowledge formation can be derived from the revised Bloom's taxonomy (Krathwol, 2002). Bloom's taxonomy addresses expected educational outcomes from multiple learning domains, including cognitive (thought processes), affective (emotions and feelings), and psychomotor (physical skills) (Anderson, Krathwol & Bloom, 2001). The revised Bloom's taxonomy expands on the original taxonomy by increasing the number of knowledge dimensions (including metacognitive knowledge) and rearranging the learning outcomes to have a rational basis, which was missing in the original design (Krathwol, 2002). These knowledge domains are hierarchical; while factual knowledge addresses the basic facts a learner needs to know, conceptual knowledge and procedural knowledge relate to

models and techniques the student needs to know to apply factual knowledge to a problem.

Metacognitive knowledge can be described as knowing how one knows and how to apply knowledge (Krathwol, 2002). The cognitive process model of the revised Bloom's taxonomy of learning includes six stages of learning, each of which imply a different level of knowledge development, understanding, and application (Krathwol, 2002). These six stages include Remembering, Understanding, Applying, Analyzing, Evaluating, and finally Creating (Krathwol, 2002). (Anderson, Krathwol & Bloom, 2001). This taxonomy can be used to structure and guide the learning process stages, including instruction process, learning process, and assessment process, ensuring that learners are assessed on the same criteria under which they learned (Anderson, Krathwol & Bloom, 2001).

Knowledge sharing can be defined as 'provision of task information and know-how to help others and to collaborate with others to solve problems, develop new ideas, or implement policies or procedures (Wang & Noe, 2010). Knowledge sharing can occur through formal documentation (knowledge capture), direct communication, or through writing (Wang & Noe, 2010). Knowledge sharing can also be defined as a flow of information between individuals, both providing, seeking out, and receiving knowledge from others and integrate it into their own knowledge set (Cabrera, Collins, & Salgado, 2006). General goals of group mentoring are:

- socialization of students within the group itself;
- fitting into academic environment both of group and students individually;
- building of self-confidence in case of students;
- development of the awareness on the significance of teamwork in function of personal
- success and achievement;
- mastering the skill of setting real, but high goals; and
- creation of real connections with academic and life environment significant for the career of students.

Goals can be implemented by precise structuring of mentoring program by the faculty and mentors educated for that type of program. Faculties committed to mentoring, as one of the forms of students' motivation and one of important aspects of organizational culture, among other things, are aimed at more detailed education of highly motivated workers who are more willing to accept and further develop the culture of organization in which they build their career.

Of course, such faculties have primarily planned the time, human and material resources, for education and selection of mentors for group mentoring. As mentoring requires the mastering of special skills, education for mentoring is devised and designed in such a way that it includes a corpus of general and specific interdisciplinary knowledge and skills, focused on previously mentioned goals of mentoring. Different goals are set in relation to the field for which students are educated, as well as in relation to particular interests that students express in domain of the field they are educated for. Organizational climate that supports such an approach is by itself motivating and in function of students' high achievement (Bulatovic & Bulatovic, 2009).

Mentoring is aimed at functional training, skills, focus is on strategy and entrepreneurial attitude, which is exceptionally significant for future managers. In relation to academic topics, a balance was made by including real, good practice in academic curriculum. Development of communication skills, internal and external, is stressed, which is a useful basis for encouragement of ethical corpus in case of a group and individuals within a group. All of this, for management students, makes a useful practical basis for deepening the knowledge from the field of organizational behavior, whether through joint work on cases from practice, through overcoming the obstacles in communication of team or through adoption of new theoretical knowledge.

In contrast to other faculty roles, mentoring requires a faculty member to engage in a dynamic, emotionally connected, and reciprocal relationship with the protégé. As intimate and long-term alliances, graduate school mentorships often begin informally and involve some degree of attraction based on common interests (mutual interests of an enduring and intellectual nature), mutual validation (mutual expressions of positive regard and admiration), reciprocity (sharing of one's experience), increasing trust, and successful collaboration (Bennetts, 2002; Rogers & Holloway, 1993).

Who are mentors? Mentors are persons who possess the characteristics of good role models and who are as such recognized by students. They are aware of the fact that it takes time to establish integral relations with a group that is entrusted to them, and they are educated to do it in the best possible way. They know how to keep the necessary distance on relation student-mentor, without creating the feeling of rejection in group. Mentors are educated to recognize all the nuances in behavior of a group that is entrusted to them and to act accordingly.

Two elements are fundamental and distinguish mentoring from other superior-subordinate relationships: (a) reciprocity and mutuality between mentor and

protégé; and (b) accomplishment of an identity transformation, as the protégé moves from neophyte to colleague over a period of years (Healy & Welchert, 1990). Those persons know how to listen and thus, teach the students one of the most important skills in business. Mentors and practical and pragmatic, and they know how to orient students towards realistic setting of goals. Realistically set goals are an additional motivator for students, but also a safe manner for successful determination of priorities. On that path, mentors act from personal experience, they are always available, they criticize in a constructive way, they are both resources and resonators, they are in function of improving the achievement of students, they exclusively focus themselves on behavior rather than personality, always support and encourage their students, motivate them and encourage to success.

Most definitions of mentoring agree that mentors encourage the dreams and support the aspirations of their protégés, provide opportunities for protégés to participate in their work, help protégés become aware of unwritten rules and politics in the organization, serve as an intentional model of professionalism, assist protégés with gaining access to the profession (including initial employment), and provide both career advice and personal counsel when needed (Blackburn, Chapman & Cameron, 1981; Kram, 1985; Wright & Wright, 1987).

Efficient mentors are educated to recognize and establish a balance between real and over dimensioned issues, they have mastered the skill to encourage the students to find solutions within a team, know how to point to alternatives, rather than impose their own judgement. Essence is that mentors see the establishment of mutual respect, quality relations between faculty and students, encouragement of motivation in students, setting and evaluation of measurable goals as their primary task. Quality of relations set is such a manner directly influences the improvement of organizational climate in which students acquire new knowledge and skills, it affects more mature attitude of students towards the environment, makes them aware of the importance of adopting new professional standards in everyday relations in business world, motivates them to additional interests.

Active Learning: A Division of Mentor and Group Responsibility

We start from the principle of critical-communicative didactics (Gudjons, Teske, & Winkel, 1994; Winkel, 1980) which says that educational process has a task to determined real values of our reality i.e., to access mediated knowledge in analytical and critical manner. Therefore, basically it is a

research approach, analytical relationship, questioning and finally the creation of new value through new knowledge. Such an approach imposes a need for strategy development for problem identification i.e., development and acquisition of tools for determination of 'real value of our reality'.

This is precisely where the teacher's role as mentor is expressed, the mentor who will develop critical attitude of students towards knowledge offered, with previous development of skills and adoptions of tools that will help students build a critical attitude towards knowledge adopted. 'Learning should be treated as an active construction and reconstruction of knowledge, and not as a process of information memorizing (Arsenijevic, 2010). On the other hand, it is up to teacher - mentor to balance educational and upbringing goals that are set before him by: faculty, context that is dictated by environment, as well as specificity of personal and the context in which students move. It is about a very complex and serious task.

Therefore, in order to succeed, mentor has following tasks before him:

- to create a situation in which everyone in mentoring group are learning;
- not to exclude a single student, regardless of the type he belongs to (practical, researcher, academic, inert…);
- not a single student should harm another student in learning process; and
- nobody from mentoring group should remain out of the learning process.

The essence is in the fact that as active and independent the students are, they will learn more. Their need to ask, explore, verify and create new knowledge will be stronger. Atmosphere i.e., creation of situation in which it is learned actively appears in the first step - oral agreement of teacher/mentor and students. It is about a clear and simple mutual agreement on the manner of work. Precise definition of rules and »playing« by the rules enables for the game to be successful and led to the end and also provides the visibility of what mentor and student in mentoring group want to achieve. Motivation of joint achievement is a first step towards the creation of a team because it ensures active and positive cooperation between mentor and group. Basic elements of the agreement should be: purpose of encounter, goals of the class, conditions and expectations of mentors from students, expectations of students from mentors, way in which it will be worked on mentor groups and the way in which work will be evaluated (Arsenijevic, 2010).

Active learning is always based on division of responsibility i.e., interaction without which there is no success. Teacher - mentor is a support, guide through learning process and he is responsible for: inclusion of all students in work,

development of skills, knowledge and attitudes included in work plans of mentoring groups, encouragement of analytical approach to presented knowledge, development of research process, encouragement of new knowledge creation, selection of materials and tools for work in function of skills development in students, work process management of a group, feedback and evaluation. Members of mentoring group are responsible for: active participation in the work of mentoring group, setting own goals that refer to teaching process, encouragement of research process, adoption of tools that will help them master skills required for the creation of new knowledge, constructivism and dedication to the work of mentoring group, contribution to the creation of inspiring environment for knowledge acquisition, their evaluation and creation of new knowledge (Bulatovic, Bulatovic, & Arsenijevic, 2010). Active learning consists of a broad range of pedagogical processes that emphasizes the importance of student ownership and activation. It harnesses the benefits of curiosity-driven methods, research-based/problem-based learning and diverse assessment practices, thus stimulating the learner's critical thinking skills. It is defined by a student-centered approach to learning and teaching, in which teachers are seen as facilitators of learning (EUA, 2019).

One of the most difficult tasks for mentor is the creation of inspiring environment for learning. Basically, it is about an environment in which everyone has a chance to succeed. Although responsibility is not exclusively on mentor, entire environment is important for this process, mentor is still the one who is the most exposed and who has major part of the job before him. Therefore, it is necessary for a mentor to be educated for mentoring, to be open for students' questions, dilemmas etc., to have the knowledge to build a confidence in a group, to possess skills required for quality sharing of knowledge, courage to date and engage in this kind of work, ability to balance - build uniqueness, ability to develop respect - their towards himself, towards entire environment and his towards students and entire environment etc. interactive manner of work that insists on critical relationship towards new knowledge and where feedback (evaluation) is implied carries certain risks with it. Especially when it is about sensitive subjects important for individuals in a group.

The indispensable societal role of universities is defined by their function as educators of critical, creative thinkers capable of making a contribution and an impact in an ever-changing and 'super complex' world. Graduates should furthermore embrace lifelong learning and see universities as a given option for continuous education. This requires, however, that learning in the 21st Century develops into an active process. Traditional approaches to learning,

mainly manifested through lectures, are not sufficiently effective in promoting ownership and application of knowledge, key to the development of understanding, but rather supporting the passive absorption of content (EUA, 2019).

The mentors' task in that case is to encourage students to express their attitudes, opinion or experience, to stick to principles to start from simpler and move towards more complex, to make students feel safe even when they make mistakes or when they do not have faith in their work. In development of an environment suitable for learning in this manner, it is important to have the awareness, knowledge and understanding for initiators (needs, possibilities, curiosity, self-confidence, confidence, optimism) and obstacles (pride, arrogance, fear, doubt, lack of knowledge). In fact, this list can be much longer because both the initiators and obstacles are common both to mentor and students in mentoring group. Experience shortens and amends this list. Mentor is also one that inspires others. It is a person who is familiar with all virtues and weaknesses of a group he works with. Therefore, he will always tend to find a way to implement new ideas and to overcome the reasons due to which ideas are difficult to implement. It is important to set the goals highly, but realistically, because low goals, as a rule, do not bring full pleasure.

Among other things, this manner of work seems motivating and orients on achievement because it:

- develops the awareness of students in relation to legal and other standards in direct and wider environment;
- encourages the creation of the first professional connections and acquaintances, collective life and teamwork;
- guides future trainings and specializations in particular fields;
- inspires students to think and acquire self-confidence through inclusion in debates, intersections of news and practical work;
- promotes interactive and proactive principle of learning and communication between teachers and students;
- strengthens the ability of students to monitor complex themes from everyday life, social issues, functioning of the state, local community, economic milieu, human rights protection, international relations, European integrations and entire series of very important segments that students are encountered with in real life; and
- teaches students ethics and communication cultures, speech culture, understanding realistic situations from life.

The essence is that teacher-mentor learns from students which learning style suits them the best, thus he enters their world, continuously developing and improving communication, and learning as well. In the long run, job of a mentor becomes easier, because student begins to enjoy learning by exploring the world of knowledge. He becomes aware of his own role in that process, becomes aware of his responsibility for own results. The fact that he shares knowledge with everyone in a group also has a motivating effect both on mentor and the student. Responsibility for the results achieved becomes common.

Evaluation of acquired and newly-created knowledge leads to development of proactivity and responsibility for own success. This also refers both to mentor and students. Work through projects and in teams develops analytical and research spirit, leads to continuous acquisition of skills and tools important for lifelong learning process.

Achievement by Mentoring

Mentoring is not mere supplement to traditional manner of work in educational institutions. On the contrary, it is aimed at encouragement and establishment of active teaching, modernization of traditional curriculum with new knowledge supported by modern technologies, at mastering new skills that are implied by contemporary business, the cultivation of encouraging organizational climate both for teachers and students. Ultimately, all the above-mentioned is in the function of encouraging and strengthening internal motivation of management students. Such manner of work encourages students' development in the aspect of encouraging their need for wider knowledge, fitting new knowledge into solution of tasks that are set before them, which altogether strengthens their achievement motive. That is also the way for students' experiences to be enriched by applicable knowledge and examples of good practice on daily basis.

In short, mentoring satisfies different needs and interests of students which, for different reasons, which is not always possible in traditional teaching. Interactivity and relatively flexible and modern approach in case of students open new fields of interest, and thus their participation in teaching activities is of a much higher quality, more purposeful and in function of constant sharing of knowledge. Lack of classical grading additionally motivates the students to interaction and flexible attitude towards set tasks, mentor is experienced as motivator and source of inspiration, and altogether, mentor and group as a

whole make a creative, motivating climate in which students are aimed at achievement.

Overall, research demonstrates the importance of mentoring relationships in effective graduate education (Baker, Pifer, & Flemion, 2013) and indicates that most graduate students perceive mentoring as important. In addition, findings demonstrate that the majority of graduate students receive mentoring support, typically from their faculty advisor but also from peers and other sources (e.g., Lunsford, 2012). Across disciplines and university contexts, mentoring relationships with faculty and peers are beneficial for graduate students. More specifically, mentoring has the potential to contribute to graduate students' socialization and academic support (Hadjioannou et al., 2007), and satisfaction with the program and/ or advisor (McAllister et al., 2009). Further, there is a growing body of evidence demonstrating the relationship between mentoring and graduate students' research and writing productivity (e.g., Lunsford, 2012; Watson et al., 2009) including longitudinal research by Paglis, Green, and Bauer (2006) who studied doctoral students in the hard sciences over five and a half years and found mentoring to be related to students' research productivity and self-efficacy.

Interactive teaching and engagement of students themselves brings new value because they also become active participants of 'real life', validate it, evaluate, create and share further, thus creating a new and richer learning environment to themselves and others. The fact that teacher and student are engaged in a similar manner enables the basis for the creation of joint approach to critical thinking which, one adopted, becomes a different nature for life (Bulatovic, Bulatovic, & Arsenijevic, 2010).

Possibility of integrating a series of different theme fields and disciplines, in accordance with the nature of educational process also leads to the creation of common vocabulary that is applied to all disciplines, which gives a new quality to teaching process. It refreshes it, makes it interesting, more dynamic and challenging for students. All the above-mentioned also refers to the acquisition of common expressive standards through acquiring the skills for mastering different languages and styles through which knowledge is coded, for example through the utilization of contemporary media that students like. Possibilities for students', as well as teachers', specialization are constantly increasing along with knowledge level and the very possibility of knowledge dissemination. Contemporary technology is that process is unavoidable and creates the possibility for students to relatively easily and rapidly exceed local frames, to rapidly communicate and extend their thinking and ideas through a wide range of contemporary communication forms.

Through research process as a part of modern education, mastering of different skills, understanding the importance of evaluation and self-evaluation process, teaching is also transformed, teacher who learns with his students is encouraged and freed, he becomes mentor and trainer, guide from the side. By focusing on processing of skills during teaching process, instead the usual knowledge of the contents, students strengthen the ability to analyze *any* message or any knowledge corpus, in *any* form in which the knowledge is offered. In this way, teachers and students acquire authority to move in global and market structured environment, to jointly work on development of mentoring and strengthening organizational culture that will follow contemporary trends in business, all of that in function of strengthening the achievement motive of future students.

Despite the numerous positive outcomes, there is evidence that mentoring may not always benefit students and, in some cases, may serve to hinder graduate students' success. For instance, recent work found that female graduate students experienced feelings of self-doubt as a result of negative experiences with advising and mentoring, including difficulties engaging with a quality mentor (Welton, Mansfield, & Lee, 2014). As such, it is important to recognize how mentoring may be experienced similarly or differently by different groups of students.

Channels of Internal Communication with Students

In educational institutions, internal communication process of organization with its internal target groups is performed on daily basis and continuously. Informing, establishment of the relationship of confidence and understanding, motivation, credibility strengthening, construction of organizational culture, climate and values is performed and reflected primarily in lecturers through two-way and dialogical communication between the teacher (employee) and students (clients). Success of this internal corporate communication manner does not depend only on professional and pedagogical competences of teacher, but also on the level of his information and acceptance of corporate values and inclusion into management of the organization. In addition to this basic manner of communication, in educational institutions, depending on their material and creative possibilities and organizational potential, it is possible to create other channels for communication with students.

Most frequently used communication channel at faculties are bulletin boards (traditional and electronic) to which management puts different

announcements - from the terms of exams to reports on passing the same or announcement about different events on faculty or prohibitions. This communication channel is suitable for informing but it is not suitable for other much important goals of internal communication that require two-way communication. Internal organ of educational institution (whether it is printed or electronic - radio of TV) provides not only one-way informing from top to bottom, but also, through inclusion of different groups of internal public in its application, it is possible to provide two-way communication and to represent a public debate for expressing different attitudes, opinions and ideas on numerous important issues related to the work of organization (Bulatovic, Bulatovic, & Arsenijevic, 2011).

Meetings of mentoring groups are one of the internal communication channels. These meetings of students and mentors are usually not dedicated to the very processing of educational material, but the conversation on work methods, solving individual, group and organization problems. Through two-way communication, mutual respect and cooperation in joint work, team spirit and motivation are strengthened, organizational culture is built and inclusion and responsibility of everyone is increased. Through this type of cooperative communication, students participate in personal and faculty's development and they are more closely related to mentor and organization he represents (Bulatovic & Bulatovic, 2009).

Organization of special events at the faculty is also one of rather useful two-way channels of communication with internal public. Special events can be student forums which, at their own initiative, are organized by students and teacher. Guests of forum and theme of lecturers or discussion are also chosen by students and teacher according to their interests. On forums opened for entire internal and external public it is most frequently discussed in equal and democratic manner, without the impact of organizational hierarchy. Special events can also be dedicated to socially useful actions in which students and employees are engaged, for example collection of aid for abandoned children, and they can also be common hangouts, concerts, literary evenings, theatrical, artistic or literary projects, sport competitions, birthday celebrations, success jubilee celebrations etc.

Internal organizational communication can also be organized via internal and external social networks, particularly the networks that teams on the project are included in and through which, in accordance with possibilities of contemporary digital technology, not only information are exchanged but also different types of material, from documentation to learning and entertaining, in different multimedia forms. In addition, in this way students and teachers

can jointly work on projects that are useful for organization, such as common collection and processing of materials for textbooks or case studies. This channel of internal communication, as experience has shown, is very popular among students and for management and employees it provides almost instant feedback for all initiatives and actions (Bulatovic, Bulatovic, & Arsenijevic, 2011).

Selection of internal communication channels in educational institutions and ways of their utilization, it is important to stress, as a part of strategic communication plan, must be adapted to characteristics and needs of internal target groups.

FUTURE IMPLICATIONS

Through challenges that work in mentoring group is set before students, they acquire knowledge on life and business skills, learn how to solve conflicts, master different academic and specific knowledge and skills important for their future profession. In addition, observed from the aspect of education for management, students who had support through mentoring throughout their studies already master the bases significant for quality movements through business world as soon as they step into that world. Namely, they have deepened knowledge on teamwork, on public relations (external and internal), on specificities of environment in which they will build their careers, on significant aspects of organizational culture that are in function of motivation to higher achievement and what's the most important - such students are familiar with good practice in relation to each of the mentioned aspects, which is particularly motivating factor for strengthening the achievements of students. Described mode of work satisfies the need of teachers and students to be wise users of acquired knowledge, responsible producers of own knowledge and ideas that use the chance that is offered by contemporary culture and business. Thus. they become an active part of global world, participate in it as active factors and creators, avoiding the trap in which it governs them.

CONCLUSION

Mentoring is made as advising/supervision function for students. Several researches shown us benefits of mentoring for those who participate in it. The benefits relates to specific academic needs. Several are mentioned in the chapter but we may conclude that first of all, the mentor provides us with faster advancement or acquisition of knowledge in the business field. Mentor helps

us, quickly gives us constructive feedback for all our uncertainties of our questions. The mentor does not have to be in student environment necessary but can communicate within various digital capabilities even remotely. He helps us develop critical thinking skills and our responsibilities to all the decisions we make. He helps us to improve our competencies in terms of a better approach, public speaking or individual management sets. He can even become a personal trainer for a single set. A mentor is a direct great resource for new knowledge and new innovative approaches. From the above it is quite clear that after a certain period of time a certain mentor will grow up or even grow into knowledge and behavior.

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